



## Instructional Coaching: Understanding Change and Differentiated Coaching

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December 2008

Promoting Innovative Practice

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### Emerging Themes from Yesterday

- Listen to resistant teachers
- Lay the foundation this year
- Consider focusing on whole staff and small group interactions first
- Work to create supportive structures and protocols

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### Emerging Themes from Yesterday

- Think BIG, start small
- Have coaching tools ready to go
- Explore and test philosophical assumptions
- Allow for the transformation of ideas

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### What IS your goal?

- Your goal is to shape a school's culture so that....
- You will work towards this goal by...
- You will measure your progress towards this goal by...

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### How do you measure progress?

- SMART Goals (For both the client and the coach)
- Stages of Concern Model
- Level of Use Model
- Feedback from Clients
- Evidence of Self-Sustainment and Transformation

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## Smart Goals

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-sensitive**

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## Sample Goals: Are they SMART?

- Explicitly model academic discourse by using wall charts and metacognitive development during whole-class discussion or Q & A sessions
- Provide multiple opportunities during the period for structured and monitored social interaction

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## Avoid the “Expert” Approach!

- Experts are expected to have all the answers
- Change agents ask the questions
- Change agent facilitate reflection, discussion, collaboration
- The bigger picture is school culture, not the innovation

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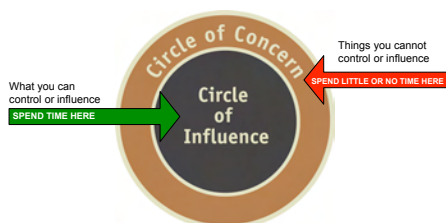
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## Focus on the Circle of Control



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## Celebrate the “Good!” De-emphasize the “Bad!”

- You have more receptive teachers than resistant ones
- Celebrate all successes, no matter how minor they may seem
- Remember the bigger picture: School Culture
- Effective coaching is a multi-year process

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## District-Level Coaches

- Ensure alignment of message with other coaches:
  - EEs
  - PALs
  - School-Based Coaches
- Be selective: Focus on large and small groups; provide resources; work with teachers needing less direction

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## District-Level Coaches

- SUHSD AST Examples
- Apply the effective networking principles:
  - Common focus
  - Consistent, repeated message
  - Foster connections

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## Administrative Support Required

- Set the tone
- Allow coach to focus on coaching
- Facilitate collaboration
- Allocate resources to coaching (time, materials, workspace)

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## Administrative Support Required

- Respect the coach/client relationship
- Participate in group coaching activities
- Conduct frequent observations; Highlight the efforts of clients

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## Some words about change from Michael Fullan...

“Commitment to **what should be changed** often varies **inversely** with knowledge about **how to work through a process of change.**”

– *The New Meaning of Educational Change*

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## My First Year...

- Focused on friends and new teachers
- Provided resources
- Built relationships/Learned culture and context
- Learned all I could
- Practiced and gathered data
- Whole group and small group presentations
- Facilitated school-wide discussions

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## Facilitating Discussion

- Established discussion protocols
- Wrote question guides
- Engaged in article study
- Reviewed student work
- Wrote data analysis protocols
- Looked at CIA Alignment

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## Fragmentation and Overload

Page 1

- What innovations, demands, building policies, and aspects of school culture contribute to feelings of fragmentation and overload among teachers?

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## Classroom Pressures

Page 1

Pressures	Effects on Teachers
<ul style="list-style-type: none"><li>•Immediacy</li><li>•Simultaneity</li><li>•Multidimensionality</li><li>•Personal Involvement</li></ul>	<ul style="list-style-type: none"><li>•Focus on the short term</li><li>•Isolation</li><li>•Exhaustion</li><li>•Limited opportunities for reflection</li></ul>

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## Adaptive vs Technical Change

Page 2

Adaptive	Technical

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New or Revised Materials	New Strategies or Activities	Pedagogical Assumptions to be Altered

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
Page 4

- External Change Agents
  - Ensure that the messages are aligned

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
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- Perceived Need
  - Use meaningful data to build a case

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
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- Clarity
  - Do not oversimplify the goals and the means to achieve them, but work to ensure that they are clear

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
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- Complexity
  - Paint the “big picture” AND make sure everyone knows his/her place within it
  - New knowledge, skills, and philosophies are required

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
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- Infrastructure
  - Remove organizational structures that impede change
  - Create organizational structures to promote change

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**Factors Affecting the Initiation, Implementation, and Institutionalization**  
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- School Culture
  - Disrupt the status quo if it doesn't support change

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**Fullan's “Dos” and “Don’ts”**  
addendum

- Assume that successful implementation will involve some transformation of initial ideas
- Assume that any significant innovation requires individual implementers to work out their own meaning.
- Assume that conflict and disagreement are fundamental to successful change.

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**Fullan's “Dos” and “Don’ts”**  
addendum

- Assume that people need pressure to change, but that pressure should be coupled with capacity-building opportunities.
- Assume that effective change takes time.
- Assume that resisters have good points to make.
- Do not expect all or most people to change. Work to increase the number of people affected.

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**Fullan's “Dos” and “Don’ts”**  
addendum

- Assume that you will need a plan that is based on these assumptions and change models.
- Assume that no amount of knowledge will make it totally clear what action should be taken.
- Assume that changing the culture of the institution is the real agenda, not implementing single innovations.

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**Stages of Concern**  
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Stages of Concern	Expressions of Concern
Stage 6: Refocusing	I have some ideas about something that would work even better.
Stage 5: Collaboration	I am concerned about relating what I am doing with what my co-workers are doing.
Stage 4: Consequence	How is my use affecting clients?
Stage 3: Management	I seem to be spending all of my time getting materials ready.
Stage 2: Personal	How will using it affect me?
Stage 1: Informational	I would like to know more about it.
Stage 0: Awareness	I am not concerned about it.

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## Implications of the SoC

Pages 5 and 6

- What are the implications for the organization?
- What are the implications for individual coaching interactions?
- Review the interventions on page 6.

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## Scenario 1

- Coach is former administrator.
- Teachers believe the coaching observations are reported back to administrators.
- Trust is an issue.

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## Scenario 2

- District-level coach
- Teachers at different sites have different information.
- Teachers at same site are not on the same page.
- Coach observes whole-group instruction only.

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## Scenario 3

- Teacher gives verbal support about the use of manipulatives in math class.
- Teacher has had manipulative workshops with math specialist.
- Teacher refuses to use manipulatives in class.

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## Differentiated Coaching

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- Respect/Compassion
- Relationships
- Deep Understanding of the Client's Focus Area
- Evidence-Based Interactions
- Non-Linear Process

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## Page 7

- We need to model that which we want others to do.
- Content, Process, or Product?
- Guiding Principles: Provide choices and attend to learning preferences

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## Page 7

- Choice in grouping configurations:
  - Large group
  - Small group
  - One-on-one

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## Page 7

- Choice in coaching focus:
  - Instruction
  - Assessment
  - Classroom management

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## Page 7

- Differentiate by coaching approach:
  - Directive
  - Collaborative
  - Non-directive

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## Differentiated Coaching

Page 7

- Prep period
- Before/after school

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## The Nine Roles of Coaches

**- Joellen Killion, NSDC Page 8**

- |                          |                        |
|--------------------------|------------------------|
| Resource Provider        | • Classroom Supporter  |
| Data Coach               | • Learning Facilitator |
| Curriculum Specialist    | • School Leader        |
| Instructional Specialist | • Catalyst for Change  |
| Mentor                   |                        |

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## The Coaching Process

Page 7

- Agree upon a desired outcome
- Understand the current reality
- Explore the underlying assumptions
- Explore alternative actions
- Monitor progress
- Move towards self-sufficiency

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## Monitoring Progress

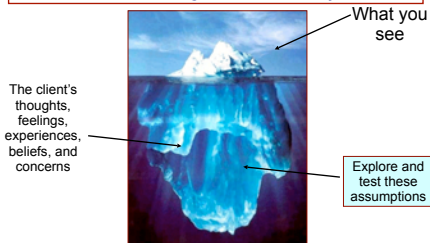
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- The client should monitor results.
- The coach should facilitate reflection.
- Reflective Conversation Protocol (UC Santa Cruz) page 14

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## The Iceberg

### (Understanding the Current Reality)



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## Differentiated Coaching

### • Frameworks for differentiation:

- Meyers-Briggs Type Indicator (page 9)
- Carol Ann Tomlinson's *Equalizer* (pages 12-13)
- Gardner's Multiple Intelligences (not in handout)

• *Consideration for client choice or preference must be an element of all coaching interactions*

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## Meyers-Briggs Personality Types

Page 9

### Dichotomies

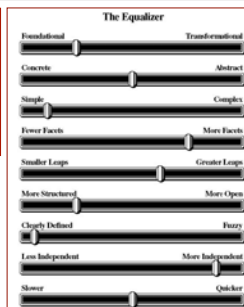
Extraversion <i>Action and interaction</i>	Introversion <i>Reflection</i>
Sensing <i>What "is," 5 senses</i>	Intuition <i>What could be, imagination</i>
Thinking <i>Objective and logical principles</i>	Feeling <i>Considers the impact on people</i>
Judging <i>Planning and closure</i>	Perceiving <i>Open-ended exploration</i>

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## The Equalizer

Pages 12-13

Carol Ann Tomlinson



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## Gardner's Intelligences

Intelligence	Description	How to Engage
Linguistic	Sensitive to language, meanings, and the relationship of words	Vocabulary activities, grammar, poetry, essays and plays
Spatial	Keen observer, able to think in three dimensions, likes to use metaphors	Graphs, charts, color codes, guided imagery, pictures, posters, mind maps
Logical/Mathematical	Abstract thinking, counting, organizing, perfect logical structures	Critical thinking activities, breaking words into smaller parts and reassembling them
Kinesthetic	Good body control and fine motor skills, often active and animated	Needs "hands-on" learning opportunities, like games, skits, and plays
Musical	Sensitive to rhythm, pitch, intonation, and can remember tunes and rhythms easily	Likes poems, plays, jazz charts, rap music, songs, and musically guided imagery
Interpersonal	Sensitive to others' moods, feelings, and motivations, outgoing and interactive	Likes to talk with people, enjoys discussion groups, good at verbal problem solving
Intrapersonal	Has a sense of self, able to understand and access one's own feelings	Likes poetry, meditation, guided imagery, journaling, story telling

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## Coaching for Different Preferences

Pages 10-11

In table partners, please consider what adjustments you might need to make when coaching a teacher with different learning preferences. You may sit with either a team member or a person you have not met before.

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## Video Review

Page 16

- Review the videos of Debbie (7:05), Erin (6:19), and Courtney (5:44)
- After each, discuss your observations with respect to their respective learning preferences

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## Encountering Resistance

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## Three Perspectives on Change

(Cathy Toll)

- Eager Teachers
- Cautious Teachers
- Resistant Teachers

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## The Eager Group

- |                                     |  |
|-------------------------------------|--|
| • Challenges:                       | • What to do:                                  |
| –Can consume all your time          | –Equal attention                               |
| –Tempting to focus too much on them | –Leverage their enthusiasm (try new practices) |
| –Could be intimidating              | –Limited use as examples                       |

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## The Cautious Group

- |  |   |
|--|---|
| • Challenges:                                      | • What to do:                               |
| –How is this different from past initiatives?      | –Encourage working in pairs                 |
| –May feel hesitant                                 | –Identify and address their immediate needs |
| –May feel overwhelmed (prevents from volunteering) | –Listen and learn from them                 |

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## The Resistant Group

- Challenges:
  - Influential and discouraging
  - Vocal
  - Intimidating
- What to do:
  - Do not avoid them
  - Listen and learn from them
  - Support them with integrity

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## Personal Reflection

- Think of a time when you resisted change. Why did you resist?

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## Why do people resist?

“When people appear to resist change, what they may really be resisting is what they perceive as the identity we propose for them. What’s required is a mutually humanizing conversation, a partnership, so the other person’s identity is protected.”

– Jim Knight, University of Kansas

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## Enlisting Reluctant or Resistant Clients

- Start with the man (or woman) in the mirror- Check your mental models at the door. Are you/Do you...
  - recognized as an effective instructor?
  - perceived as a non-evaluator?
  - demonstrate a willingness to listen and learn?
  - have a strong relationship with the teacher(s) in question?
  - differentiate your approach to match their learning preferences?

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## Why do people resist?

- Attempt, Attack, Abandon Cycle
- Schools misunderstanding change (adaptive vs. technical) – R. Heifetz, Leadership on the Line
- Many barriers to implementation exist
- No element of choice

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## Possible Teacher Concerns

- Loss of autonomy
- Feeling under-prepared for the innovation
- Marginalized, disenfranchised
- Time
- More work
- “Top Down” vs. “Bottom Up”

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## Concern-Based Adoption Model (CBAM)

—Shirley Hord, Gene Hall et al.

- |     |               |   |
|-----|---------------|---|
| • 6 | Refocusing    | <i><b>Know Something Better</b></i>         |
| • 5 | Collaboration | <i><b>Working with Others (Peers)</b></i>   |
| • 4 | Consequence   | <i><b>How Affecting Clients</b></i>         |
| • 3 | Management    | <i><b>Time, Materials, Organization</b></i> |
| • 2 | Personal      | <i><b>How Will It Affect Me?</b></i>        |
| • 1 | Informational | <i><b>Like to Know More</b></i>             |
| • 0 | Awareness     | <i><b>Not Concerned</b></i>                 |

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## Enlisting Reluctant Clients

- Understand the change process
- Examine your **relationship**
- Get under the iceberg
- Understand teacher preference and mental models
- **Focus on strengths**, not deficits
- Solicit criticism

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## Enlisting Reluctant Clients

- Design group learning activities
- Highlight successes of others
- Gather evidence
- Identify and remove barriers to implementation
- Break old habits of socializing
- Emphasize symbols of stability

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## Enlisting Reluctant Clients

- Consider the CBAM
- Embed choice

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## Reluctant Teacher Scenario

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- Read the scenario
- Ask me questions to get under my iceberg
- In groups of two or three, discuss how you would proceed

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## Personal Reflection

- Imagine a staff member who has been resistant to working with the coach on your campus. In light of what we have just discussed, reflect on the following questions:

*–How strong is your relationship with him/her?*

*–Have you gotten under his/her iceberg?*

*–How might you adjust your approach?*

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- University of Kansas Center for Research on Learning (Jim Knight) <http://www.instructionalcoach.org/>

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## Thank You!

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